DOCUMENT RESUME

ED 151 565 CE 015 161

TITLE	Office Occupations. Competencies for Articulation.
INSTITUTION	Lincoln Public Schools, Nebr.; Nebraska Educational Service Unit 6, Milford.; Southeast Community Coll., Lincoln, Nebr.
SPONS AGENCY	Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE	[77]
NOTE	54p.; For related documents see CE 015 159-162
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Articulation (Program); Behavioral Objectives; Business Skills; Career Planning; Curriculum Guides; Educational Planning; *Job Skills; Learning Activities; *Office Occupations Education; Performance Based Education; *Performance Criteria; Post Secondary Education; Secondary Education; *Skill Development

ABSTRACT

Materials contained in this guide present competencies describing office occupations skills necessary for success in initial employment or applicable to advanced educational placement, and may be used by administrators, students, and secondary and postsecondary vocational teachers. The student outcomes section provides guidelines for planning of and preparation for job opportunities and placement, for advanced placement in postsecondary education, and for allowing high school credit for previous experience. Section 2 lists sixteen office occupations competencies needed for initial employment, such as operating a typewriter, adding machine, and calculator, preparing masters and using duplicating equipment, handling mail, recording bookkeeping transactions, transcribing shorthand materials, and determining solutions for office problems. Under each competency is a description of circumstances under which the student will demonstrate the skill, and criteria of acceptable performance. A third section lists enabling tasks for each competency, describing activities necessary for developing a particular job skill. A glossary, a form for recording student achievement, and a class progress chart are also included. (TA)

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competencies for articulation

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A Project of the
Lincoln Public Schools
Educational Service Unit No. 6
Southeast Community College

COMPETENCIES FOR ARTICULATION

OFFICE OCCUPATIONS

An Exemplary Project in Vocational Education
Performed Pursuant to a Grant From The
NEBRASKA STATE BOARD FOR VOCATIONAL EDUCATION
Under the Provisions of Part D
of the Vocational Education Act of 1968
Also funded by
Educational Service Unit No. 6

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PREFACE

More emphasis than ever is being given to educational competencies. The public is questioning the basic abilities of graduates and is demanding that schools be more accountable for student performance. Educators are determined to give a clear definition of what students are expected to learn.

Although many people are interested in competencies, few seem able to explain what they mean or give specific examples. Staff members of this project can. They have addressed an important problem–articulation between schools–in terms of the competencies the students should have.

Defining competencies will not necessarily improve articulation. That improvement demands understanding, trust and cooperation among all concerned. Neither does the definition assume full-fledged, competency-based education – for that requires a complex system for instruction, assessment and certification that takes time to develop.

While these competency statements are not the whole picture, they are a significant achievement. If used properly, they will contribute to both better articulation and improved learning.

Ron Brandt,
Associate Superintendent for Instruction
Lincoln Public Schools

ACKNOWLEDGEMENTS

The significant contributions of committee members in the development of these materials are greatly appreciated. Members representing three educational agencies, the Lincoln Public Schools, Educational Service Unit No. 6 and Southeast Community College, combined skills to provide helpful materials for articulation purposes to teachers and administrators.

Persons representing business and industry in Lincoln, Milford and other cities in the Educational Service Unit and the Southeast Community College area also contributed expertise through a series of meetings. Vocational teachers from Lincoln and other communities, although not directly involved in the project, made similar contributions as materials were developed.

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INTRODUCTION

Professional staff members of the Lincoln Public Schools, Educational Service Unit No. 6, and the Southeast Community College have joined with representatives of business and industry in developing these instructional materials.

The educational materials in this guide may be used by administrators, students, and secondary and post-secondary vocational teachers. They are designed to help students move from class to class, grade to grade, secondary studies to post-secondary school or employment. The materials consist of:

1. Student Outcomes
2. Competencies for Job or Advanced Placement
3. Enabling Tasks
4. Glossary of Terms
5. Class Progress Chart, and
6. Record of Individual Student Skill Achievement

This information is not limited to a particular vocational course but to a set of competencies. These competencies describe skills necessary for success in initial employment or applicable to advanced placement for educational purposes.

Some schools may be able to provide more opportunities for students to complete competencies and tasks than others. Whatever the case, teachers and administrators will find the materials helpful when planning programs for students and for determining what educational experiences may be made available to them. Students may use the materials to understand and plan the skill developments necessary for employment and additional education.

Teachers and students should keep records of competencies as they develop. Two record forms, one for charting competencies of all students in a class, the other an individual student record, are included in the materials. These records may be used by students and teachers to chart progress toward specific job skills, and as achievement records for presentation with job or post-secondary school applications.

Student Outcomes

Information that will help administrators, teachers and students plan programs at both secondary and post-secondary levels is provided. It applies to:

1. Planning of and preparing for job opportunities and placement;

2. Planning of and preparing for advanced placement in post-secondary education;

3. Allowing high school credit for previous experience.

"Student outcomes" describe what a particular instruction has prepared a student to do.

JOB OPPORTUNITIES

Many office occupation positions available in the Lincoln community and in surrounding areas are listed along with the Dictionary of Occupational Titles and the Office of Education codes.

Recommended competencies to be developed by students for initial employment are given. Students may use this information to plan and prepare school experiences properly.

Dictionary of Occupational Titles Code Number	Office of Education Code Classification	Occupational Title	Competencies Necessary for Initial Employment
201.368	14.0702	Secretary	1 through 16
202.388	14.0703	Stenographer	1 through 16
203.588	14.0902	Typist	1-5,7,11D,15,16
204.288	14.0402	Correspondence Clerk	1,2,8,10,11A,12,15,16
205.368	14.0603	Personnel Clerk	1-4,9,10,11A,B,G,12B, 15,16
206.388	14.0302	File Clerk	1,3,4,5D,10,11A,15,16
207.782	14.0301	Duplicating machine operator	5,7,11E,15,16
208.588	14.0901	Transcribing machine operator	1,2,6,7,11D,15,16
209.388	14.0901	Clerk typist	1-4,8,9,10,11,12,13, 15,16
210.388	14.0102	Bookkeeper	3,4,9,15,16
211.368	14.0103	Cashier	1,3,4,9,15,16
212.368	14.0105	Teller	3,4,5D,9,15,16
216.488	14.0104	Calculating machine operator	3,4,15,16
219.388	14.0303	Administrative clerk	1-6,8-16
222.387	14.0503	Shipping and receiving clerk	3,4,9,10,11C,11I,15,16
231.588	14.0403	Mail clerk	8,11B,15,16
237.368	14.0406	Receptionist and Information clerk	1,8,11A,B,F,G,H, I,12,15,16

ADVANCED PLACEMENT POLICY STATEMENT

Southeast Community College
Lincoln and Milford Campuses

The College believes that students should be recognized and rewarded for previous educational and occupational experience when that experience results in competence in areas normally addressed by the courses and programs of the College. Advanced standing may be awarded with full credit, up to limits established by each department of the College but not exceeding 30 credit hours. Credits earned in other accredited educational institutions in excess of 30 hours may be accepted by the department.

The College has established the following methods to enable students to gain advanced standing:

CREDIT BY EXAMINATION

Some courses have been identified which may be completed by examination. Testing devices and evaluation procedures will vary according to the course, departmental requirements and the amount of credit being advanced.

To apply for credit by examination, the applicant must have been accepted for admission to the College and have established a transcript. Applications for Credit by Waiver or Examination must be submitted to the department from which credit would be granted.

Applicants for credit by examination must pay the following: 50% of the current per credit hour fee for each credit hour attempted by examination. This fee must be paid prior to the examination.

A "Credit by Examination Notice" will be forwarded to the Campus Registrar for all credit granted by examination. The Registrar will record all credit granted as "Px" (Passed by Examination) on the transcript. No honor points will be awarded and the credit by examination will not be included in the cumulative grade point average (CGPA).

CREDIT BY WAIVER

Some courses and series of courses have been identified which may be waived in meeting program graduation requirements.

Students requesting advanced standing Credit by Waiver must: Complete an Application for Credit by Waiver or Examination and submit the application for evaluation to the department granting the waiver.

Upon completion of the evaluation, submit the application and evaluation to the Campus Registrar for recording on their transcript.

The following entry will be made on the student's transcript for all course credit granted by waiver: "The following program requirements were waived by substituting previous education and/or occupational experience. (list courses waived.) This waiver of program requirements was granted this date _____ by _____ (evaluator) and is in accordance with Department, Campus and Area policies, rules and regulations."

No fee will be charged for advanced credit by waiver.

Credit by Waiver will not be included in calculating student's grade point average (CGPA).

Credit granted by waiver is subject to evaluation by other departments, programs and other institutions and probably would not be accepted as transfer credit by them.

Credit granted by waiver will be contingent upon satisfactory completion of advanced courses.

ADVANCED PLACEMENT

Southeast Community College
Lincoln Campus

Advanced placement in the Secretarial/Clerical Program of the Lincoln Campus of Southeast Community College will be determined on the basis of competencies which the prospective student demonstrates according to the following:

Students Demonstrating Competency No.	Will Receive SCC Credit In the Amount of	For SCC Course No.	Course Title
1	3	3070	Typewriting 1
1 & 2	3	3071	Typewriting 2
3 & 4	1	3091	Business Machines (10 key)
5A,B,C,D	1	3006	Duplicating
6	3	3020	Word Processing 1
7	1	3099	Magnetic Card Selectric Typewriter
2,4,8,9,10 11,12,15,16	3	3033	Office Procedures
10	3	3007	Filing
13	5	3050	Shorthand 1 (Gregg)
	3	3055	ABC Stenoscript (any other form of speedwriting)
	3	3051	Shorthand 2 (any shorthand system)
13 & 14	3	3052	Shorthand 3 (any shorthand system)

The program supervisor of the Secretarial/Clerical Program has the responsibility for conducting and evaluating examinations to determine the competency level of students requesting consideration under this agreement.

Examinations used for evaluation purposes will be updated from time to time although every effort will be made to maintain their consistency with the competencies identified in this agreement.

This agreement cannot, however, be considered a contract between Southeast Community College-Lincoln Campus and any prospective student. The Board of Governors of the College reserves the right to make changes in courses required, courses offered, credits waived, credits granted, and in any other matter it deems necessary without revision of this agreement and without notice. Prospective students wishing consideration under this agreement should contact the program supervisor in order to establish and maintain a close working relationship between the College, its program, and the student.

HIGH SCHOOL CREDIT

High school credits are suggested for each competency. It is the responsibility of each educational agency to determine the level of competency and the amount of credit to be awarded.

Competency	Semester Credit Hours
1	5
2A	3
2B	3
2C	3
2D	3
2E	3
3	1
4	1
5A	¼
5B	½
5C	¼
5D	¼
6	2½
7	1
8	1
9A	1
9B	2
9C	2

Competency	Credit
10A	½
10B	½
10C	½
10D	½
11A	½
11B	¼
11C	¼
11D	¼
11E	¼
11F	¼
11G	¼
11H	½
11I	¼
12	1
13	10
14	10
15	½
16	1

Competencies

A competency consists of three sections or parts that combine to provide a detailed outline of a major task that a student must accomplish to reach one or more previously stated student outcomes. Competencies are described as follows:

a. Task – What the student must do to demonstrate an ability to do the job.

b. Conditions or Limitations – A description of the circumstances under which the student will demonstrate the skill. Usually included are:

   1. time allowance;
   2. tolerances allowed;
   3. references which may be used;
   4. specific tools and materials to be used (common tool lists are generally omitted unless a required usage is to be demonstrated);
   5. work location (if other than school site);
   6. and, other limitations unique to the task.

c. Criteria of Acceptable Performance – Standards described that constitute acceptable performance. These standards must:

   1. be compatible with the task and the condition;
   2. evaluate all components of the conditions;
   3. include the percentage of responses that must be correct if the competency is primarily cognitive;
   4. and, specify the standard for the criteria. This may take the form of a list of criteria, an instructor's checklist, or references to an authoritative manual such as an automotive flat-rate manual.

Represented in the guide are those competencies needed for initial employment. They are not designated or described by grade level. A student may complete all the competencies available at a school if learning capabilities and time permit.

COMPETENCY NO. 1

TASK:

To operate a typewriter with employable speed and accuracy.

CONDITIONS AND LIMITATIONS:

Given straight-copy timed writing material at 1.5 syllabic intensity, the student will type three 5-minute timed writings. The student will use 8½- x 11-inch paper with a 70-space line, double spacing with five-space paragraph indentions.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student will achieve a minimum speed of 40 gross words a minute with a maximum of five errors in each of the three separate timed writings.

The minimum rate necessary for this competency is 40 gwam. However, instructors are asked to record rates above 40 on the student competency record chart. Recording achieved rates above the minimum rate may enable students to accept positions of greater responsibility and may permit additional advanced placement at the post-secondary level.

TASK:

To type production materials for the office:

CONDITIONS AND LIMITATIONS:

Given office materials, the student will type each of the following five production jobs with the use of reference materials and calculating machines.

A. Business letters with carbon copy and envelope.

A production job including:

1. A business letter (100 words) from handwritten copy with an attention line, mailing notation, and enclosure. Several words will be misspelled.

2. A two-page business letter (350 words) from unarranged copy.

B. Reports without carbons

A production job including:

1. A one-page report, double spaced, without footnotes from straight copy typing and a composed title page.

2. A two-page rough draft report, double spaced, containing two footnotes.

C. Tables without carbons

A production job including:

1. A two-column, eight-line table, with a main heading from unarranged handwritten copy.

2. A three-column, eight-line, unarranged boxed table with a subtitle and columar headings from a handwritten copy.

D. Business forms without carbons from legible handwritten copy

A production job completing and computing extensions and totals including:

1. A three-item invoice
2. A four-item purchase order
3. A two-item credit memorandum
4. A check
5. A mailing label
6. A telephone message

E. Composition

A production job including:

1. The composition of a letter (75 words) for the employer's signature. The letter will be a reply letter concerning an appointment with the district manager of that office.

2. The composition of an interoffice memo (75 words) notifying employees of a planned in-service activity on November 12. Include all information pertinent to the activity.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Each of the five production jobs will be prepared in mailable form.

2. Each of the five production jobs, including all computations, is to be completed in 30 minutes or less.

3. All computations must be complete and accurate.

The student may complete any one or all of the five parts – A, B, C, D, and E. The instructor is asked to indicate the achieved parts of this competency on the student chart.

If the student completes materials for Part A in less than the specified time, the instructor is asked to compute pwam according to the definition provided in the glossary of terms and record this information on the student competency chart.

TASK:

To operate a ten-key adding machine with employable speed and accuracy.

CONDITIONS AND LIMITATIONS:

Given a ten-key adding machine and simple three-column addition problems, the student will operate the machine with the touch system. The problems provided will contain a total of at least 300 digits.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student will operate the ten-key adding machine for three minutes at a minimum rate of 100 digits a minute with complete accuracy.

TASK:

To operate a ten-key calculator with employable speed and accuracy.

CONDITIONS AND LIMITATIONS:

Given a calculator and 20 problems, the student will compute five of each of the following types of problems: discount, interest, service charge, and invoice extension.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student will operate the calculator properly for a period of 20 minutes completing 18 of the 20 problems accurately. Math computations required include adding, subtracting, multiplying, dividing, decimals, fractions and percent.

COMPETENCY NO. 5A

TASK:

To prepare a paper offset master.

CONDITIONS AND LIMITATIONS:

Given offset supplies, one offset paper master, and a one-page typed letter of 100 - 125 words requiring a handwritten signature on the master, the student will type an offset paper master.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will not waste materials.
2. The student will type an offset paper master of the one-page model that would result in error-free, legible duplicated copy.
3. The student will properly sign the completed offset master.
4. The project will be completed in 30 minutes or less.

TASK:

To demonstrate skill in the preparation of a stencil and the use of stencil duplicating equipment.

CONDITIONS AND LIMITATIONS:

Given one stencil, 15 sheets of mimeograph paper, and a folded two-page model program consisting of

Page 1 – vertically, horizontally centered title using letter guides,

Page 2 – justified paragraph, and two-column pivoted copy,

the student will prepare a mimeograph stencil and run five acceptable copies on a stencil duplicating machine. The machine instructional manual may be used for reference. The project may be completed in segments.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will not waste materials.
2. The student will correctly prepare the mimeograph stencil free of error.
3. The student will correctly prepare the machine for operation according to machine instructions and run five acceptable copies.
4. The completed copies will be correctly placed on the page, free of wrinkles and smudges.
5. The copies will be error free, clear and legible.
6. The project will be completed in two hours or less.

TASK:

To demonstrate skill in the preparation of a spirit master and the use of liquid duplicating equipment.

CONDITIONS AND LIMITATIONS:

Given a model copy of a one-page typewritten report, two spirit masters and 10 sheets of duplicating paper, the student will type a spirit master using letter guides for the title, run five acceptable copies on a liquid duplicator, release all machine parts to non-use positions and leave a clean work station. The machine instructional manual may be used for reference.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will correctly prepare the master free of error and of smudges.
2. The student will correctly prepare the machine for operation in proper sequence according to the machine instructions and run five copies.
3. The completed copies will be properly placed on the page, free of wrinkles and smudges.
4. The student will release the machine to non-use position according to the instruction manual.
5. The copies will be error free, clear and legible.

TASK:

To demonstrate skill in the use of the photocopying equipment.

CONDITIONS AND LIMITATIONS:

Given a page of typewritten material as a master, the student will use photocopying equipment and materials to produce (a) one facsimile copy, and (b) one transparency for use on an overhead projector. The machine instructional manual may be used for reference.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will not waste materials when photocopying. (It may be necessary to produce one or two trial copies to make machine adjustments.)

2. The finished projects will be properly placed on the page, wrinkle free and legible.

TASK:

To operate transcription equipment with employable speed and accuracy.

CONDITIONS AND LIMITATIONS:

Given six prerecorded (75 - 100 words) letters that include all letter parts and common business vocabulary, the student will operate the transcription machine and type mailable copies with a carbon and envelope for each letter. Reference materials and the machine instructional manual may be used.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will produce mailable copy with a carbon and envelope for each dictated letter at a minimum production rate of 10 pwam.

The minimum rate necessary for this competency is 10 pwam. However, instructors are asked to record rates above 10 on the student competency record chart. Recording achieved rates above the minimum rate may enable students to accept positions of greater responsibility and may permit additional advanced placement at the post-secondary level.

TASK:

To operate automated typewriting equipment.

CONDITIONS AND LIMITATIONS:

Given a form letter of 50 - 100 words in rough-draft form and a ten-name mailing list, the student will use an automatic typewriter to prepare a form letter and envelope for each name on the list. Reference materials and the machine instructional manual may be used.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will prepare an error-free playback of the letter in correct business form.
2. The student will type on each form letter the correct date, inside address, and salutation for each name on the mailing list.
3. The student will produce a mailable letter and envelope for each name on the mailing list.
4. The task will be completed in 45 minutes or less.

TASK:

To handle, sort and distribute mail.

CONDITIONS AND LIMITATIONS:

Given (a) a list of 20 commonly used words pertaining to the mailing process and 20 definitions of these processes, (b) a list of 10 postal services and 10 definitions of these services, (c) ten pieces of incoming mail, (d) ten pieces of outgoing mail including "special mail" such as registered and special delivery to process, the student will complete the materials with the use of Zip Code Directory, Postal Rate Chart and postage scale.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will match the 20 words pertaining to the mailing process with the 20 definitions with a maximum of two errors.

2. The student will match the 10 postal services with the 10 definitions with a maximum of one error.

3. The student will open, date, annotate, classify and route the incoming mail with no more than one error.

4. The student will classify, find zip codes, and determine postage for the outgoing mail with no more than one error.

5. The project will be completed in one hour or less.

TASK:

To perform recordkeeping activities.

CONDITIONS AND LIMITATIONS:

The following time limits are based on the use of machines.

A. To record banking, payroll, petty cash and inventory transactions.

1. Given the required information (dates, amounts, payees) and forms (check, check stub, deposit slip) the student will neatly and legibly fill out a deposit slip, write three checks with check stubs and compute the balance on the check stubs within 10 minutes.

2. Given a bank statement with five canceled checks and check stubs with a record of three deposits, the student will reconcile the bank statement within 10 minutes.

3. Given the required information to include payroll deduction tables for two employees for one week's work, the student will calculate from a time card the total regular and overtime hours worked and compute net pay each at a different rate within 20 minutes.

4. Given a petty cash record form with columns for date, explanation, money received and paid, the student will record five petty cash transactions and replenish the fund within 5 minutes.

5. Given an inventory sheet with quantity and unit cost for 10 items, the student will determine extensions and total cost of inventory within five minutes.

B. To post special journal entries.

1. Given a Purchases Journal with five previously recorded entries in it and a series of ledger accounts that include more accounts than necessary, the student will post the journal entries to the Accounts Payable Ledger accounts within 10 minutes.

2. Given a Sales Journal with five entries previously recorded in it and a series of ledger accounts that include more accounts than necessary, the student will post the journal entries to the Accounts Receivable Ledger accounts within 10 minutes.

3. Given a Cash Receipts Journal with five previously recorded entries in it and a series of ledger accounts that includes more accounts than necessary, the student will post the journal entries to the ledger accounts within 10 minutes.

4. Given a Cash Payments Journal with five entries previously recorded in it and a series of ledger accounts that includes more accounts than necessary, the student will post the journal entries to the ledger accounts within 10 minutes.

C. To journalize, post and balance accounts.

1. Given four special journals – Cash Receipts, Sales, Cash Payments, and Purchases – a general journal, general and subsidiary ledger accounts, and ten source documents, the student will record the transactions in the appropriate journals, post entries to appropriate ledger accounts, and prepare a trial balance within 45 minutes.

CRITERIA OF ACCEPTABLE PERFORMANCE:

All tasks completed must be done with 100 percent accuracy within the allotted time interval.

The student may complete any one or all of the three parts – A, B, and C. The instructor is asked to indicate the achieved parts of this competency on the student chart.

TASK:

To prepare, file and retrieve office records.

GENERAL CONDITIONS AND LIMITATIONS:

Given the following portions of filing practice set problems (or an equivalent published or teacher-made problem), the student will complete the assignment of preparation, coding, sorting, filing, cross-referencing, and retrieving office records.

A. Alphabetical –

CONDITIONS AND LIMITATIONS:

The student will complete Office Filing Procedures* Job 5, Alphabetic Correspondence Filing, page 19-26, Specific Filing Procedure Nos. 1 (letters numbered 1-15), 5, and 6. Upon completion the student will be asked to retrieve the following letters:

1. A copy of the April 2 letter to Mr. Logan C. Horton, Vice President of Astrolite of New York.
2. The April 9 letter from Juan Chavez of Estrella del Sur.
3. The April 6 letter from Bart Maddox of Desert Star Mines.
4. A copy of the April 16 letter to Mr. I. A. Wilson, President of Canadian Trust Company.
5. A copy of our April 16 letter to Thomas R. Corwin of Brooks & Corwin, Associates.

B. Numeric –

CONDITIONS AND LIMITATIONS:

The student will complete Office Filing Procedures Job 8, Numeric Correspondence Filing, pages 40-45, Specific Filing Procedures Nos. 1, 2, 5, 6, 7, 8.

C. Subject –

CONDITIONS AND LIMITATIONS:

The student will complete Office Filing Procedures Job 9, Subject Correspondence Filing, pages 46-51, Specific Filing Procedures No. 1 (letters numbered 1-15), 2, 3, 4, 5, 8, and 9.

D. Geographic –

CONDITIONS AND LIMITATIONS:

The student will complete Office Filing Procedures Job 7, Geographic Correspondence Filing, pages 32-39, Specific Filing Procedure Nos. 1 (letters numbered 1-15), 5, 6, and 7.

CRITERIA OF ACCEPTABLE PERFORMANCE:

Each task will be completed within 30 minutes with 100% accuracy according to current filing rules.

The student may complete any one or all of the four parts –A, B, C, D. The instructor is asked to indicate the achieved parts on the student chart.

*Ernest D. Bassett and David G. Goodman, OFFICE FILING PROCEDURES, 4th Edition, Southwestern Publishing Company.

TASK:

To perform the following incidental office tasks.

A. Securing Information –

CONDITIONS AND LIMITATIONS:

Given 20 questions that require the use of the dictionary, a secretary's manual, city directory, or the telephone directory, the student will obtain the requested information. Each manual must be used.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student will obtain the information from the above sources with 100 percent accuracy in 45 minutes.

B. Assembling Materials –

CONDITIONS AND LIMITATIONS:

Given 25 copies each of a three-page report for a three-ring binder and 25 No. 10 envelopes, the student will collate, punch, staple, fold and insert the material into a No. 10 envelope.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will neatly collate, properly punch, staple, fold and insert the report into a No. 10 envelope in 5 minutes with 100 percent accuracy.
2. The report must be properly sequenced.
3. The staple must securely fasten the pages together.
4. The staple must not interfere with the readability of the report.
5. The punched hole must be properly aligned on the left-hand side of the report and must not interfere with the readability of the report.
6. The report must be correctly folded and inserted into the envelope.

C. Following and Giving Instructions –

CONDITIONS AND LIMITATIONS:

Given a written set of instructions which require the completion of the physical activity of changing a typewriter ribbon or preparing a spirit duplicator for operation, the student will orally instruct three classmates in the activity. The student cannot use notes and the pupils are not permitted to ask clarifying questions.

CRITERIA OF ACCEPTABLE PERFORMANCE:

Two of the three students receiving the instructions will satisfactorily complete the required activity within 10 minutes after instruction with 100 percent accuracy.

D. Machine Maintenance –

CONDITIONS AND LIMITATIONS:

Given appropriate supplies and equipment, the student will demonstrate the correct procedure for: (a) cleaning the type on the typewriter, (b) changing a typewriter ribbon, (c) changing a business machine ribbon (10-key or printing calculator) and (d) changing a business machine tape. Machine instructional manuals may be used for reference.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student will correctly perform all four tasks within 45 minutes by properly installing a typewriter ribbon, cleaning type, installing a business machine ribbon and tape and leaving a clean work station – no smudges, old materials discarded, and stations well organized for an efficient flow of work.

E. Planning and Hosting a Reception –

CONDITIONS AND LIMITATIONS:

In a role-playing situation, the student will plan a reception for the company president who will be visiting the office. The student will reserve a conference room to accommodate 25 people, arrange the room, set an attractive serving table, prepare coffee and order additional refreshments. At the reception, the student will act as host/hostess which includes introducing the president to the group.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student's demonstration will be considered acceptable if it includes the following:

1. Scheduling an area that is appropriate for a reception. The area will have adequate space, size and furnishings and be conveniently located for a reception.
2. Preparing coffee. (If supplies are not available, the student may give proportions.)
3. Arranging the furnishings. (If supplies are not available, the student may draw a diagram.)
4. Arranging an attractive serving table. (If supplies are not available, the student may draw a diagram.)
5. Demonstrating ability to obtain refreshments. Refreshments could be (a) ordered from a caterer, (b) picked up by the host/hostess, or (c) provided by employer/employees.
6. Greeting the guests appropriately. (A pleasant, natural tone using clear, concise speech.)
7. Introducing people promptly and smoothly.

F. Reservations and Itineraries –

CONDITIONS AND LIMITATIONS:

Given travel schedules, available lodging accommodations, and an employer's calendar of appointments for one week which includes round-trip travel from the office location to three cities – Denver (two appointments), Phoenix (one appointment), and Los Angeles (three appointments) – the student, without the assistance of a travel agency, will plan the travel and lodging arrangements for the employer to include (a) one model letter composed and typed with a carbon copy for travel reservations, (b) one model letter composed and typed for lodging reservations, and (c) a typed itinerary to include the week's activities.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The arrangements must be planned and scheduled to permit the employer to meet all appointments in the most efficient manner within the one week.

2. Letters and itinerary must be completed in mailable form.

3. All activities are to be completed in two hours or less.

G. Recording Appointments –

CONDITIONS AND LIMITATIONS:

Given a page from an employer's appointment book and 10 appointments, each specifying date, time and place of non-conflicting appointments to be recorded, the student will record the ten appointments to appropriate spaces in the employer's appointment book.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will record the ten appointments with 100 percent accuracy, as to date, time and place.

2. The project will be completed in 10 minutes or less.

H. Decision Making –

CONDITIONS AND LIMITATIONS:

Given a five-page annual report containing ten errors and a list of five members of a Board of Directors (three of whom live in cities requiring long-distance calls), the student will edit the report, determine the most efficient method of reproducing the report, and notify, in a role-playing situation, the Board Members of a scheduled meeting.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student will (role-playing situation):

1. Edit the report, identifying the ten errors.

2. Determine the most efficient (cost, time and appearance) method of reproducing 10 copies of the report.

3. Locate telephone numbers for the members of the Board of Directors.

4. Call each member of the Board of Directors and invite the member to a meeting to review the annual report. The student will inform each member of the board of the date, the place and purpose of the meeting.

5. The student will complete the project in proper sequence within one hour or less.

I. Managing Supplies (Inventory and Ordering) –

CONDITIONS AND LIMITATIONS:

Given a list of 10 office supplies and the present inventory of each (five of which are below their specified reorder points), reorder points for each item and maximum quantities to be ordered for each item, and supply vendors, the student will determine supplies that are needed and type requisition forms with carbon copies for those items that are below the reorder point.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. Requisition forms with carbons will be completed for the appropriate five items.
2. Each requisition form will be typed with 100 percent accuracy.
3. Each requisition will reflect the appropriate amount of supplies.
4. The student will complete the task in 15 minutes or less.

TASK:

To handle oral communications in the office.

A. Role Playing –

CONDITIONS AND LIMITATIONS:

In a role playing situation the student will demonstrate what to do in the following:

> The student will be in charge of the steno pool. Each employee's work is given to the student for proofreading. Chris, an employee whose feelings are easily hurt, has completely misunderstood the assignment and has done it incorrectly. It is the responsibility of the student to see that Chris prepares the letter in correct form.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student's demonstration will be considered acceptable if consistent with the following:

1. The student uses a pleasant tone when speaking with Chris.
2. The student uses a natural vocabulary, natural tone of voice and clear concise speech.
3. The student is complimentary and puts Chris at ease.
4. The student states that this assignment must be redone to be consistent with the work of other employees and reviews the directions for the letter.
5. The student thanks the person for rectifying the mistake and gives a time deadline if necessary.

B. Role Playing –

CONDITIONS AND LIMITATIONS:

In a role-playing situation the student will demonstrate what would be done in the following: (The student will simulate the part of an office secretary.)

> A woman, who doesn't identify herself by name, calls the office stating she had completed a job interview and wants to speak to the employer to see whether or not she has been accepted. All interviews have been completed. In a few days the employer will give the secretary a list of names of people who should receive letters of regret. It is the responsibility of the secretary to handle the call without consulting the employer.

CRITERIA OF ACCEPTABLE PERFORMANCE:

The student's demonstration will be considered acceptable if consistent with the following:

1. The student asks the woman her name.
2. The student uses the caller's name when answering questions, tells her that all interviews have been completed, and that she will be notified by mail next week as to her job status.
3. The student is alert, helpful and interested.
4. The student uses a pleasant, natural tone of voice which is clear and distinct.
5. The student uses correct pronunciation, enunciation and grammar.

Both parts A and B must be completed satisfactorily for the student to meet the requirements of this competency.

TASK:

To take dictation and transcribe with employable speed and accuracy.

CONDITIONS AND LIMITATIONS:

Given the current edition GREGG TESTS AND AWARDS* or its equivalent, the student will take new-matter dictation using any method or system for a period of three minutes. The student will transcribe on the typewriter on 8½- x 11-inch paper with 70-space line, double spaced with five-space paragraph indentions within the time allowance recommended by the GREGG TESTS AND AWARDS.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will achieve a minimum speed of 80 wam with no more than 12 errors (95 percent accuracy) in two separate takes.

2. The criteria for evaluation of the transcription copy will be based on GREGG TESTS AND AWARDS.

The minimum rate necessary for this competency is 80 words a minute. However, instructors are asked to record rates above 80 on the student competency record chart. Recording achieved rates above the minimum rate may enable students to accept positions of greater responsibility and may permit additional advanced placement at the post-secondary level.

*GREGG TESTS AND AWARDS, Current Edition, McGraw-Hill Book Company.

TASK:

To transcribe production materials for the office from shorthand notes.

CONDITIONS AND LIMITATIONS:

Given unpreviewed, new-matter dictation of average difficulty, the student will take dictation using any shorthand method or system and transcribe in acceptable style with the use of reference materials:

(a) A 200-word report (no carbon) and (b) a 100-word business letter (no carbon or envelope), both dictated as office-style dictation with one insertion, one deletion and one transposition for each transcription, each at an approximate speed of 60 - 80 wam.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will produce mailable copy at a minimum production rate of 10 pwam.

The minimum rate necessary for this competency is 10 pwam. However, instructors are asked to record rates above 10 on the student competency record chart. Recording achieved rates above the minimum rate may enable students to accept positions of greater responsibility and may permit additional advanced placement at the post-secondary level.

TASK:

To gain proficiency in applying for a job.

CONDITIONS AND LIMITATIONS:

Given a sample newspaper advertisement for an office position, an application blank for the position, reference materials, and an unpracticed interview situation using an interviewer knowledgeable in interview techniques, the student will:

1. Type a letter of application for the job opening.
2. Type a resume.
3. Complete the application blank in handwriting.
4. Present items 1, 2, and 3 to the interviewer at a scheduled time and proceed with a simulated job interview with the selected interviewer.
5. Type a follow-up letter.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student's letter of application will express interest in the position and request an interview. The letter will be mailable.
2. The student's resume will contain appropriate personal data and will be mailable.
3. The student's application blank will be legible, neat, and complete.
4. The student will arrive on time for the interview.

The student's interview will be rated by the interviewer using the following rating scale. The interviewer will assign the appropriate points to each area. The student must obtain an average score of *five* to meet this competency.

RATING SCALE

Points:	Poor 1-2	Below Average 3-4	Average 5-6	Above Average 7-9	Superior 10-12
Applicant's personal appearance based on neatness, grooming, and attire.					
Applicant's greeting and introduction					
Applicant's courtesy and sincerity					
Applicant's confidence and initiative					
Applicant's attitude and interest					
Applicant's involvement					
Applicant's skill in terminating the interview					

5. The student's follow-up letter will express continued interest in the position and appreciation for the interview. The letter will be mailable.

TASK:

To determine appropriate solutions to interaction situations in the office.

CONDITIONS AND LIMITATIONS:

Given 20 short case problems and choices of possible solutions, the student will determine the most appropriate solution. An example of the problem is:

1. You are busy typing a long and complicated report which must be completed with the next two hours when your supervisor stops at your desk for a social chat. The best thing for you to do is:

   a. Chat with the supervisor; if you don't complete the report in time, you can always blame the supervisor.

   b. Ignore the supervisor and continue to work at the report.

   c. Ask the supervisor to help you complete the report so you can both take a coffee break.

   d. Tell the supervisor that the urgency of the report makes it impossible for you to talk now but that you would like to talk later.

CRITERIA OF ACCEPTABLE PERFORMANCE:

1. The student will answer 18 of the 20 case problems appropriately as determined by the instructor and/or source materials.

2. The student will complete the task in 45 minutes or less.

Enabling Tasks

The enabling tasks are the activities necessary for developing a job skill. The completion of all enabling tasks for a competency leads to achievement of that competency. They may become daily or weekly lesson plans if teachers develop conditions and criteria similar to those developed for the competencies. The enabling tasks have been suggested by people in business and industry.

COMPETENCY No. 1 – TO OPERATE A TYPEWRITER WITH EMPLOYABLE SPEED AND ACCURACY

- Operate typewriter (manual or electric)
- Proofread typewritten copy
- Use addition
- Use subtraction
- Use division

COMPETENCY No. 2 – TO TYPE PRODUCTION MATERIALS FOR THE OFFICE

- Operate typewriter (manual or electric)
- Compose and type a title page
- Proofread typewritten copy
- Type addresses on envelopes and/or cards
- Correct carbon copies
- Correct original copies
- Type manuscripts and/or reports (formal and informal) containing footnotes
- Compose and type interoffice memorandums
- Type preprinted forms including invoice, purchase order, credit memo, check, mailing label and telephone message
- Type carbon copies
- Type and/or rule tabular material (tables, columns, rows of figures)
- Compose and/or type letters that may contain attention line, mailing notation, and enclosure notation
- Type statistical material
- Type from unarranged copy
- Type correspondence, memos, and reports from rough drafts
- Type final copy from rough-draft copy
- Use reference materials
- Type from handwritten copy
- Use addition
- Use subtraction
- Use multiplication
- Use decimals

COMPETENCY No. 3 – TO OPERATE A TEN-KEY ADDING MACHINE WITH EMPLOYABLE SPEED AND ACCURACY

- Operate 10-key adding machine
- Use addition

COMPETENCY No. 4 – TO OPERATE A TEN-KEY CALCULATOR WITH EMPLOYABLE SPEED AND ACCURACY

- Operate calculators
- Compute interest
- Compute discounts
- Compute service charges
- Compute invoice extensions
- Use addition
- Use subtraction
- Use multiplication
- Use division
- Use decimals
- Use fractions
- Convert fractions to decimals
- Compute percentage problems
- Check bills and/or invoices (verify extensions, etc.)
- Compute sales taxes

COMPETENCY No. 5 –

A. TO PREPARE A PAPER OFFSET MASTER
- Operate typewriter (manual or electric)
- Proofread typewritten copy
- Clean and maintain typewriter
- Type letters
- Type and correct offset masters
- Sign Boss' mail (his signature)

B. TO DEMONSTRATE SKILL IN THE PREPARATION OF A STENCIL AND THE USE OF STENCIL DUPLICATING EQUIPMENT
- Operate typewriter (manual or electric)
- Proofread typewritten copy
- Clean and maintain typewriter
- Type and correct stencils (mimeograph process)
- Use technical manuals
- Operate copying machines (liquid, photocopying and mimeograph)
- Clean and maintain office equipment other than typewriter
- Use addition
- Use subtraction
- Use multiplication
- Use division
- Use lettering guides on stencils
- Type justified margin copy
- Type pivoted copy

C. TO DEMONSTRATE SKILL IN THE PREPARATION OF A SPIRIT MASTER AND USE OF LIQUID DUPLICATING EQUIPMENT
- Operate typewriter (manual or electric)
- Proofread typewritten copy
- Type manuscripts and/or reports (formal and informal)
- Clean and maintain typewriter
- Type and correct spirit masters (e.g., ditto masters)
- Use technical manuals
- Operate duplicating machines (liquid, photocopying and mimeograph)
- Clean and maintain office equipment other than typewriter
- Use addition
- Use subtraction
- Use multiplicaton
- Use division
- Use lettering guides on masters

D. TO DEMONSTRATE SKILL IN THE USE OF PHOTOCOPYING EQUIPMENT
- Use technical manuals
- Operate photocopying machines to produce a facsimile copy and an overhead transparency
- Clean and maintain office equipment other than typewriter

COMPETENCY No. 6 – TO OPERATE TRANSCRIPTION EQUIPMENT WITH EMPLOYABLE SPEED AND ACCURACY
- Operate typewriter (manual or electric)
- Type addresses on envelopes
- Proofread typewritten copy
- Type carbon copies
- Type letters
- Correct carbon copies
- Correct original copies
- Transcribe machine-recorded dictation of letters and attachments

Competency No. 6 (continued)

Use reference materials
Use technical manuals
Operate transcription equipment
Use addition
Use subtraction
Use division
Punctuate letters

COMPETENCY No. 7 – TO OPERATE AUTOMATED TYPEWRITING EQUIPMENT

Operate automatic typewriter
Type addresses on envelopes and/or cards
Proofread typewritten copy
Type fill-ins on duplicated letters or bulletins (form letter, etc.)
Type letters
Type final copy from rough-draft copy
Use reference materials
Use technical manuals
Use addition
Use subtraction
Use division

COMPETENCY No. 8 – TO HANDLE, SORT AND DISTRIBUTE MAIL

Use U.S. ZIP Code Directory
Change dates on rubber stamps or time stamp machine daily
Identify mailing process terms
Identify postal service terms
Inspect material received for completeness, damages, etc.
Route shipments of materials (within office, between departments, etc.)
Use U.S. Postal Manual (postage rates, types of mail)
Weigh items and calculate postal rates
Classify outgoing mail
Assign zip codes to outgoing mail
Use special mail services
Open incoming mail
Sort mail (for different persons and/or in priority order)
Read incoming mail
Use addition
Make notes on incoming mail which employer should see
Stamp incoming mail as to date

COMPETENCY No. 9 – TO PERFORM RECORDKEEPING ACTIVITIES

Use payroll deduction tables
Check money orders, checks, etc., as to amounts, dates, signatures, etc.
Operate small office equipment (stapler, postage meter, postage scale, etc.)
Operate 10-key adding machine
Operate calculators
Compute payroll
Use addition
Use subtraction
Use multiplication
Use decimals
Use fractions
Convert fractions to decimals
Keep books and/or ledgers for any purpose

Competency No. 9 (continued)
- Make journal entries (any type of journal)
- Prepare deposit slips
- Write checks
- Reconcile bank statement
- Record petty cash transactions
- Compute inventory extensions and total
- Post journal entries to ledgers
- Prepare trial balance

COMPETENCY No. 10 – TO PREPARE, FILE AND RETRIEVE OFFICE RECORDS
- Code, index and sort materials for filing
- File materials by name of person or firm (alphabetical)
- File materials by subject
- File materials by number
- File materials by geographical location
- File materials in chronological order
- Handle cross references
- Establish or maintain files

COMPETENCY No. 11 – TO PERFORM INCIDENTAL OFFICE TASKS

A. SECURING INFORMATION
- Use dictionary
- Look up names and addresses
- Use city directory
- Use secretarial handbook
- Use telephone directory

B. ASSEMBLING MATERIALS
- Collate, punch and staple duplicated material
- Fold, insert letters into envelopes
- Operate small office equipment (stapler, postage meter, postage scale, etc.)

C. FOLLOWING AND GIVING INSTRUCTIONS
- Manage office and supervise other employees
- Give directions for work to be done
- Demonstrate equipment and procedures

D. MACHINE MAINTENANCE
- Clean the type on a typewriter
- Change a typewriter ribbon
- Change a 10-key or printing calculator ribbon
- Change a business machine tape
- Use technical manuals
- Demonstrate equipment and procedures

E. PLANNING AND HOSTING A RECEPTION
- Arrange and organize the office
- Dust office
- Run errands
- Plan work and decide on priority of work for one's self
- Coordinate with other personnel on various matters for employer
- Make employer and client introductions
- Arrange reception room and serve coffee or refreshments to employer, employees, and guests
- Greet callers

Planning and Hosting a Reception (Continued)
- Maintain and foster a good company image
- Implement employer's directives
- Make arrangements for guests or visitors (e.g., entertainment, motel, transportation)

F. RESERVATIONS AND ITINERARIES
- Operate typewriter (manual or electric)
- Proofread typewritten copy
- Correct original copies
- Type carbon copies
- Correct carbon copies
- Type and/or rule tabular material (tables, columns, rows of figures)
- Compose copy at the typewriter
- Type letters
- Type statistical material
- Type copy from unarranged copy
- Type correspondence, memos, and reports from rough drafts
- Type final copy from rough-draft copy
- Use dictionary
- Remind employers of engagements, dates, things to do, etc.
- Compose business reports of any kind
- Make engagements and appointments for employer
- Compose all types of written correspondence
- Make travel reservations
- Gather data for reports
- Implement employer's directives
- Prepare drafts of correspondence, directives, or reports
- Punctuate articles, manuscripts, etc.
- Prepare and type itinerary or schedule for employer's trips.

G. RECORDING APPOINTMENTS
- Compare copy (one copy with another copy)
- Maintain appointment calendar

H. DECISION MAKING
- Proofread typewritten copy
- Use dictionary
- Use telephone directory
- Place outgoing telephone calls
- Give information in response to verbal inquiries
- Maintain proper records of telephone communication
- Place long distance calls
- Maintain and foster a good company image
- Use addition
- Use subtraction
- Use multiplication
- Use division
- Use decimals
- Implement employer's directives
- Punctuate articles, manuscripts, etc.
- Extend invitations
- Edit and review correspondence and reports
- Edit manuscripts

I. MANAGING SUPPLIES (INVENTORY AND ORDERING)
- Operate typewriter (manual or electric)
- Proofread typewritten copy
- Correct carbon copies
- Correct original copies
- Type preprinted forms
- Type carbon copies
- Type and/or rule tabular material (tables, columns, rows of figures)
- Type statistical material
- Check on supplies (for reordering purposes)
- Type requisitions
- Order supplies of various kinds for the office (from suppliers or central supply department)
- Select equipment and supplies to be ordered

COMPETENCY No. 12 – TO HANDLE ORAL COMMUNICATIONS IN THE OFFICE
- Manage office and supervise other employees
- Give information in response to verbal inquiries
- Carry out written or oral orders of instructions of superiors
- Give directions for work to be done
- Handle incoming telephone calls
- Implement employer's directives

COMPETENCY No. 13 – TO TAKE DICTATION AND TRANSCRIBE WITH EMPLOYABLE SPEED AND ACCURACY
- Operate typewriter (manual or electric)
- Proofread typewritten copy
- Correct original copies
- Take dictation in shorthand (any system) and transcribe
- Use dictionary
- Use secretarial handbook
- Use addition
- Use subtraction
- Use division
- Punctuate articles, manuscripts, etc.

COMPETENCY No. 14 – TO TRANSCRIBE PRODUCTION MATERIALS FOR THE OFFICE FROM SHORTHAND NOTES
- Operate typewriter (manual or electric)
- Take office style dictation in shorthand (any system) and transcribe
- Proofread typewritten copy
- Correct original copies
- Type manuscripts and/or reports (formal and informal)
- Type letters
- Take dictation in shorthand and transcribe letters and attachments
- Take dictation in shorthand and transcribe memos and reports
- Take dictation in shorthand (any system) and transcribe
- Use dictionary
- Use office manuals
- Use secretarial handbook
- Use addition
- Use subtraction
- Use division
- Punctuate articles, manuscripts, etc.

COMPETENCY No. 15 – TO GAIN PROFICIENCY IN APPLYING FOR A JOB

Operate typewriter (manual or electric)
Type addresses on envelopes and/or cards
Proofread typewritten copy
Correct original copies
Type manuscripts and/or reports (formal and informal)
Compose copy at the typewriter
Type letters
Use dictionary
Look up names and addresses
Use secretarial handbook
Gather data to fill out questionnaires
Use telephone directory
Give information in response to verbal inquiries
Compose business reports of any kind
Compose all types of written correspondence
Use a thesaurus
Use neat legible handwriting
Use addition
Use subtraction
Use division
Present neat personal appearance
Show courtesy and sincerity
Show confidence and initiative
Show involvement in applying for a job
Open and terminate an interview

COMPETENCY No. 16 – TO DETERMINE APPROPRIATE SOLUTIONS TO INTERACTION SITUATIONS IN THE OFFICE

Plan work and decide on priority of work for one's self
Coordinate with other personnel on various matters for employer
Counteract false reports which spread in organizations
Notify and remind employees of immediately pending meeting
Screen visitors or people who want to see your employer
Hear and answer customer complaints
Make employer and client introductions
Arrange reception room and serve coffee or refreshments to employer
Greet callers
Plan for and distribute work among other employees and follow up on unfinished work
Manage office and supervise other employees
Give information in response to verbal inquiries
Carry out written or oral instructions provided by the supervisor
Give directions for work to be done
Make recommendations for improvements in office procedures, routines, etc.
Instruct new employees (work procedures, job orientation, etc.)
Handle incoming telephone calls
Make engagements and appointments for employer
Maintain and foster a good company image
Remind employer of engagements, dates, things to do, etc.

Glossary

Items included are subject to different interpretations. These definitions are applicable for use in context of this material.

Automated Typewriting
Electronically recorded typing that provides for corrections and revisions to be made by recording over previously typed information. Error-free materials may then be automatically typed back at a fast rate of speed.

Common Business Vocabulary
Words, terms and expressions considered as everyday language or terminology for persons employed in business.

Error-free Playback
Materials are recorded electronically as they are typed. Corrections, additions and deletions to copy may be made by taping (typing) over original copy such as is done on an ordinary tape recorder. Once the material is recorded, the typewriter will play back (type) the materials including revisions and corrections at a fast rate.

Gross Words a Minute (gwam)
The total gross words are the total strokes typed divided by five. (Five strokes equals one typewritten word.)

Mailable Copy*

1. Specific directions will be followed. The placement of the material is attractively centered horizontally and vertically on the paper if appropriate.
2. The form or style corresponds to the source document.
3. All words are spelled correctly and all figures are typed accurately.
4. Words are divided according to word division rules in *Twenty Thousand Words-Word Division Manual*, or a reference which contains the rules of word division.
5. Grammar and punctuation are correct.
6. The copy is free of additions, omissions, or transpositions which change the intended meaning.
7. Corrections and realignments have been made neatly so there are no visible traces of the incorrect or misplaced letter or letters. (Carbon copies do not need to be corrected.)
8. There are no visible strikeovers.
9. There are no indistinct letters: the print is uniformly dark enough for easy reading.
10. The copy is free of streaks, blots, smudges, fingerprints, wrinkles, machine images, or other distracting marks.
11. The size, finish, and quality of the paper, master, or stencil are appropriate to the task.
12. Student composed material will contain all necessary information.

Ordinary Interest Method
Interest computed using 360 days as one year.

*Adapted with permission from *Typing: Student Learning Plan*, c 1976 by the Dallas Independent School District, Dallas, Texas, Harper and Row, Publishers.

Pivoted Copy
Pivoting requires backspacing from the desired ending point for each stroke in the line so that all lines end at the same point or place on the scale.

Pre-recorded
Materials selected and recorded on belts, cassetts, or tapes by the instructor or materials commercially prepared and purchased.

Production Words a Minute (pwam)
The rate obtained on various types of problems or office copy, all of which are mailable. Total gross words are divided by the time provided to complete a group of related activities. For example, several letters may be typed requiring the assembly and insertion of papers, preparation of carbon copies, adjustment of the typewriter, proofreading and addressing of envelopes.

Resume
A short account of one's career and qualifications prepared by the applicant for a position.

Rough-Draft Form
Handwritten or typed copy with proofreading symbols including additions and deletions.

Simple Interest
Principal X rate X time.

Straight Copy
Typewritten material that may be typed exactly as it appears line for line.

Syllabic Intensity
The average number of syllables per word. A measurement of the difficulty of the material. For example: 1.4 to 1.5 is considered material of average difficulty.

Individual Student Record

A complete and accurate record may be used by students for job applications and for planning post-secondary education. For reference purposes, photocopies of individual student records may be given to the student. Original copies of all records should remain in the Student Services Department of the school.

_____
Name of Student

This is to certify that the above named student has demonstrated proficiency in the following tasks:

Comp	Task	Date Completed	Instructor Initials
1.	Operate typewriter, gwam _____		
2.	Type production materials A. Business letters, pwam _____ B. Reports C. Tables D. Business forms E. Composition		
3.	Operate ten-key adding machine		
4.	Operate ten-key calculator		
5.	Duplicating A. Prepare offset master B. Prepare stencil and use duplicating equipment C. Prepare spirit master and use duplicating equipment D. Use photocopy equipment		
6.	Operate transcription equipment, pwam ____		
7.	Operate automatic typewriter		
8.	Handle, sort and distribute mail		
9.	Perform recordkeeping activities A. Record banking, payroll, petty cash, and inventory transactions B. Post journal entries C. Journalize, post, and balance accounts		

Comp	Task	Date Completed	Instructor Initials
10.	File and retrieve office records A. Alphabetical B. Subject C. Numeric D. Geographic		
11.	Perform incidental tasks A. Secure information B. Assemble materials C. Follow and give instructions D. Maintain machines E. Plan and host reception F. Reservations and itineraries G. Record appointments H. Make decisions I. Manage supplies		
12.	Handle oral communications		
13.	Take dictation and transcribe materials, wam _____		
14.	Transcribe production materials, pwam _____		
15.	Be proficient in applying for a job		
16.	Determine appropriate solutions for office problems		

_____
STUDENT SIGNATURE

Class Competency Record

It is important that complete and accurate competency records be maintained for all students. Teachers, administrators, students and people in business and industry may benefit from this information.

STUDENT RECORD CLASS ROSTER

		1	2						3	4	5				6	7	8	9			10				11									12	13	14	15	16
			A	B	C	D	E				A	B	C	D				A	B	C	A	B	C	D	A	B	C	D	E	F	G	H	I					
	Operate typewriter																																					
	Type business letters																																					
	Type reports																																					
	Type tables																																					
	Type business forms																																					
	Type composition																																					
	Operate adding machine																																					
	Operate calculator																																					
	Prepare offset master																																					
	Use stencil and operate machine																																					
	Use spirit master and operate machine																																					
	Use photocopy equipment																																					
	Operate transcription equipment																																					
	Operate automatic typewriter																																					
	Handle mail																																					
	Record transactions																																					
	Post journal entries																																					
	Journalize, post, and balance																																					
	File alphabetically																																					
	File by subject																																					
	File numerically																																					
	File geographically																																					
	Secure information																																					
	Assemble materials																																					
	Follow instructions																																					
	Maintain machines																																					
	Plan and host reception																																					
	Plan travel reservations																																					
	Record appointments																																					
	Make decisions																																					
	Manage supplies																																					
	Handle oral communications																																					
	Take shorthand dictation and transcribe																																					
	Transcribe shorthand materials																																					
	Apply for a job																																					
	Determine solutions for office problems																																					